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ABSTRACT

This selective bibliography cites recent ERIC documents and journal articles focusing on various aspects of infant day care including the effects of day care on infant development and on parent-child interaction and program and staff requirements for infant day care. Entries include resumes from "Resources in Education" (RIE), August 1972-August 1975, and journal article citations from "Current Index to Journals in Education" (CIJE) April 1973 to September 1975. Abstracts and major and minor descriptors are part of each entry. (MS)

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INFANT DAY CARE: AN ABSTRACT BIBLIOGRAPHY

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INFANT DAY CARE: AN ABSTRACT BIBLIOGRAPHY

Introduction

What are the effects of day care on infants? How does regular all-day attendance at a day care center affect the mother-child bond? What are the most essential components of quality infant day care? Parents, educators and day care providers are increasingly concerned with questions such as these as day care for infants becomes common practice.

This selective bibliography cites recent ERIC documents and journal articles focusing on various aspects of infant day care. Among the citations included are a report of a longitudinal study comparing the cognitive, social and emotional development of infants reared at home with infants in group and family day care; an examination of the effects of a day care program on mother-child interaction patterns and attachment behaviors; and a discussion of the advantages of family day care over group care for infants.

Entries include resumes from Resources in Education (RIE), August 1972 through August 1975, and journal citations from Current Index to Journals in Education (CIJE), April 1973 to September 1975. Major descriptors (marked with an asterisk*) and minor descriptors appear after each title.

ED-numbered documents are available in microfiche and/or hard (paper) copy from the ERIC Document Reproduction Service (EDRS). (See order information at the end of this publication.) Journal articles are available only in the journals cited, not through the ERIC system. CIJE provides a list of the complete titles and ordering addresses for all journals indexed.

ED118264

TITLE: MOTHER - INFANT INTERACTION PATTERNS AS A FUNCTION OF REARING CONDITIONS.

PERSONAL AUTHOR: RAMEY, CRAIG T.; MILLS, PAMELA J.

PUBLICATION DATE: APR 75

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (DENVER, COLORADO, APRIL 10-13,1975); FOUR TABLES ARE MARGINALLY LEGIBLE

DESCRIPTORS: *ATTACHMENT BEHAVIOR; COMPARATIVE ANALYSIS; *DAY CARE PROGRAMS; DISADVANTAGED ENVIRONMENT; HOME VISITS; INFANT BEHAVIOR; *INFANTS; INTERACTION PROCESS ANALYSIS; *MOTHERS; *PARENT CHILD RELATIONSHIP; SOCIAL BEHAVIOR

IDENTIFIER: *MOTHER INFANT DYAD

ABSTRACT: THIS STUDY EXAMINED THE EFFECT OF A DAY CARE PROGRAM ON MOTHER-CHILD INTERACTION PATTERNS AND ATTACHMENT BEHAVIORS, AND COMPARED THESE PATTERNS OF BEHAVIOR WITH THOSE OBTAINED FROM A MATCHED SAMPLE OF MORE ADVANTAGED HOME-REARED INFANTS. SUBJECTS WERE 60 INFANTS, RANGING IN AGE FROM 3 1/2 TO 9 1/2 MONTHS, AND THEIR MOTHERS. THERE WERE THREE GROUPS OF MOTHER-INFANT DYADS: (1) THE HIGH-RISK EXPERIMENTAL GROUP (HRE), COMPRISING 15 HIGH-RISK INFANTS WHO HAD ATTENDED A DAY CARE FACILITY FOR 8 HOURS PER DAY SINCE THEY WERE APPROXIMATELY 2 MONTHS OF AGE, AND THEIR MOTHERS; (2) THE HIGH-RISK CONTROL GROUP (HRC), COMPRISING 15 HIGH-RISK INFANTS AND THEIR MOTHERS LIVING TOGETHER AT HOME; AND (3) 30 DYADS SELECTED AT RANDOM FROM BIRTH RECORDS FOR THE LOCAL COMMUNITY. DATA WERE COLLECTED BY HOME OBSERVATION AND BY INTERACTION PROCESS ANALYSIS OF 25-MINUTE VIDEOTAPES OF MOTHER-CHILD INTERACTION IN A HOME-LIKE LABORATORY SETTING. RESULTS INDICATED THAT INFANTS IN THE HRE GROUP VOCALIZED MORE AND WERE GENERALLY MORE RESPONSIVE THAN INFANTS IN THE HRC GROUP; THESE FINDINGS REFLECTED BASIC DIFFERENCES IN THE INFANTS RATHER THAN IN THE MOTHERS, WHO DIFFERED ONLY ON MEASURES OF MATERNAL CONCERN FOR OPTIMAL CHILD DEVELOPMENT. THE HRE INFANTS AND THEIR MOTHERS WERE FOUND TO HAVE A SIMILAR SOCIAL RELATIONSHIP TO THAT BETWEEN INFANTS AND MOTHERS IN THE GENERAL POPULATION GROUP, SUGGESTING THAT INTERVENTION HAS A POSITIVE EFFECT ON MOTHER-CHILD INTERACTION IN DISADVANTAGED FAMILIES. (GO)

EDRS PRICE: EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

ED118223

TITLE: NEW YORK CITY INFANT DAY CARE STUDY. INPUT SECTION: FINAL PROGRESS REPORT, FEBRUARY 1, 1972-OCTOBER 31, 1974.

PUBLICATION DATE: 75

DESCRIPTIVE NOTE: 404P.

DESCRIPTORS: *CHILD DEVELOPMENT; COGNITIVE DEVELOPMENT; DATA ANALYSIS; DATA COLLECTION; *DAY CARE SERVICES; *EARLY CHILDHOOD EDUCATION; FAMILY (SOCIOLOGICAL UNIT); *FAMILY DAY CARE; INFANTS; INTELLIGENCE TESTS; INTERVIEWS; *LONGITUDINAL STUDIES; OBSERVATION; PHYSICAL DEVELOPMENT; RESEARCH DESIGN; RESEARCH METHODOLOGY; SOCIAL DEVELOPMENT

IDENTIFIER: *NEW YORK CITY INFANT DAY CARE STUDY

ABSTRACT: THIS REPORT CONCERNS THE FIELD PROCEDURES AND DATA ANALYSIS BEING USED IN THE NEW YORK CITY INFANT DAY CARE STUDY, A LARGE-SCALE LONGITUDINAL STUDY EXAMINING PUBLICLY-FUNDED, COMMUNITY-CONTROLLED GROUP AND FAMILY DAY CARE PROGRAMS IN NEW YORK AND COMPARING THE EFFECTS OF THESE PROGRAMS AND OF HOME REARING ON CHILDREN AND THEIR FAMILIES. CHILDREN'S DEVELOPMENT AND THE PATTERNS OF CARE PROVIDED TO THEM IN GROUP AND FAMILY DAY CARE, AS WELL AS AT HOME, ARE BEING EVALUATED AND COMPARED IN THREE MAJOR AREAS: (1) CHILD'S HEALTH, NUTRITION, AND PHYSICAL DEVELOPMENT; (2) CHILD'S COGNITIVE, LINGUISTIC, SOCIAL, EMOTION, AND PERSONALITY DEVELOPMENT; AND (3) FAMILY DEVELOPMENT. PROCEDURES FOR ASSESSING PROGRAM INPUT AND DEVELOPMENTAL OUTCOMES IN THESE AREAS ARE DESCRIBED AND DESIGN OF THE DATA ANALYSIS IS DISCUSSED. THE APPENDICES, COMPRISING MOST OF THE REPORT, INCLUDE (1) IDENTIFICATION OF COMMITTEE MEMBERS, (2) FORMS AND MANUALS FOR THE FIELD PROCEDURES (THREE FOURTHS OF THE REPORT), AND (3) MATERIAL RELEVANT TO THE DATA ANALYSIS PROCEDURES AND ANALYTICAL FRAMEWORK. (AUTHORS/ED)

EDRS PRICE: EDRS PRICE MF-$0.83 HC-$22.09 PLUS POSTAGE

INSTITUTION NAME: MEDICAL AND HEALTH RESEARCH ASSOCIATION OF NEW YORK CITY, INC., N.Y.

SPONSORING AGENCY NAME: OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED118218

TITLE: STAFF STUDIES AND PLANNING CROSS-NATIONAL RESEARCH. FINAL REPORT.

PERSONAL AUTHOR: ROBINSON, NANCE M.; AND OTHERS

PUBLICATION DATE: 75

DESCRIPTIVE NOTE: 50P.

DESCRIPTORS: CHILD CARE CENTERS; COMPARATIVE ANALYSIS; *CROSS CULTURAL STUDIES; CURRICULUM DESIGN; *DAY CARE SERVICES; DEVELOPED NATIONS; *EARLY CHILDHOOD EDUCATION; *EDUCATIONAL HISTORY; EDUCATIONAL RESEARCH; INFANTS; *OBJECTIVES; PRESCHOOL CHILDREN; TEACHER CHARACTERISTICS; TEACHING METHODS

ABSTRACT: THIS PAPER SUMMARIZES FINDINGS OF AN INTERNATIONAL STUDY WHICH COMPARES THE EARLY CHILDHOOD EDUCATION AND DAY CARE SYSTEMS IN 10 INDUSTRALIZED NATIONS: FRANCE, GREAT BRITAIN, HUNGARY, YUGOSLAVIA, ISRAEL, POLAND, DENMARK, SWEDEN, USSR, AND THE UNITED STATES. PROVISIONS FOR CHILDREN FROM INFANCY TO SCHOOL ENTRANCE ARE CONSIDERED. HISTORICAL PERSPECTIVES ON EARLY EDUCATION AND CARE ARE REVIEWED AND EXAMPLES ARE GIVEN OF THREE MARKEDLY DIFFERENT SYSTEMS WHICH PROVIDE DAY CARE AND EDUCATION TO YOUNG CHILDREN TODAY. THE BULK OF THE REPORT CONSISTS OF COMPARISONS AMONG NATIONAL SYSTEMS ALONG SUCH DIMENSIONS AS GOALS; COMPOSITION OF CLASSES; TRAINING, SELECTION, AND SUPERVISION OF STAFF; FEATURES OF THE PHYSICAL PLANT; DESIGN OF CURRICULUM; AND METHODS OF TEACHING. THE MAIN CONTRASTS OBSERVED BETWEEN THE UNITED STATES AND OTHER COUNTRIES STUDIED INCLUDE THE ABSENCE OF ACTIVE RESEARCH AND PROGRAM EVALUATION IN MOST OTHER COUNTRIES AND A LACK OF SELF-CRITICISM ON EDUCATIONAL ISSUES IN COUNTRIES OTHER THAN THE UNITED STATES, GREAT BRITAIN, AND SWEDEN. PRESCHOOL PERSONNEL IN OTHER COUNTRIES ARE SAID TO HAVE A SENSE OF CONVICTION AND PURPOSIVENESS THAT MAY INFLUENCE FEELING OF SECURITY IN CHILDREN AND EFFECTIVENESS IN TEACHERS. THE REPORT CALLS INTO QUESTION THE ASSUMPTIONS OF UNITED STATES EDUCATORS THAT EARLY EDUCATION REQUIRES (1) LOW STUDENT-TEACHER RATIOS AND (2) MORE STRINGENT TEACHER EDUCATION REQUIREMENTS THAN EXIST IN OTHER COUNTRIES. IT IS NOTED THAT THE EARLY CHILDHOOD GOALS OF CHARACTER DEVELOPMENT EMPHASIZED ABROAD APPEAR TO BE LACKING IN UNITED STATES SYSTEMS. (GO)

EDRS PRICE: EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

INSTITUTION NAME: WASHINGTON UNIV., SEATTLE.

SPONSORING AGENCY NAME: OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED116774

TITLE: DAY CARE: WHAT FORM SHOULD IT TAKE.

PERSONAL AUTHOR: HIGNETT, WILLIAM F.; RODRIGUEZ, DOROTHY

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 13P.

DESCRIPTORS: *CHILD CARE CENTERS; *COMPARATIVE ANALYSIS; *DAY CARE SERVICES; *EARLY CHILDHOOD EDUCATION; EARLY EXPERIENCE; *FAMILY DAY CARE; INFANTS; INTERPERSONAL RELATIONSHIP; LEARNING EXPERIENCE

ABSTRACT: THIS PAPER DISCUSSES ISSUES CONCERNING INFANT FAMILY DAY CARE IN TERMS OF DATA GATHERED AT THE LOUIS CHILD CARE CENTER AND OTHER RELATED STUDIES. TOPICS COVERED ARE: (1) THE NEED FOR FAMILY DAY CARE, (2) THE FORM THAT SERVICES SHOULD TAKE, (3) AGENCY SUPERVISED FAMILY DAY CARE, (4) WHAT FAMILY DAY CARE IS, (5) THE CONTINUITY OF CARE FROM INFANCY TO SCHOOL AGE, (6) CONVENIENCE TO PARENTS OF A COMMUNITY BASED SERVICE AND SERVICE FOR ALL AGE SIBLINGS, (7) THE FAMILY MODEL FOR DAY CARE AND PRESENCE OF MALE MODELS IN FAMILY DAY CARE HOMES, (8) EMPLOYMENT OPPORTUNITIES FOR YOUNG MOTHERS, AND (9) THE QUALITY OF CARE. THE SPECIAL ADVANTAGES OF FAMILY DAY CARE OVER GROUP CARE ARE INDICATED, AND IT IS NOTED THAT FAMILY DAY CARE HAS A PERSONALIZED QUALITY NOT FOUND IN GROUP CARE. THE DAY CARE HOME APPEARS TO BENEFIT INFANTS AND TODDLERS PARTICULARLY BECAUSE LESS ADJUSTMENT IS REQUIRED OF THE CHILD AND BECAUSE THERE IS OPPORTUNITY FOR A MORE INDIVIDUALIZED CONTINUOUS RELATIONSHIP BETWEEN CAREGIVER, PARENT, AND CHILD. THE PRESENT CRITICISM OF FAMILY DAY CARE APPEARS TO BE RELATED TO THE QUALITY OF PERSONNEL RATHER THAN TO THE ACTUAL MODEL INVOLVED. (GO)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED114170#

TITLE: INFANT CARE: ABSTRACTS OF THE LITERATURE. SUPPLEMENT.

PERSONAL AUTHOR: WILLIAMS. TANNIS M., COMP.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 203P.; FOR RELATED DOCUMENT. SEE PS 008 103

DESCRIPTORS: CHILD DEVELOPMENT; *CHILD REARING; DAY CARE PROGRAMS; INFANT BEHAVIOR; *INFANTS; INTERVENTION; *LITERATURE REVIEWS; NUTRITION; *PARENTHOOD EDUCATION; PERCEPTUAL DEVELOPMENT; *PRESCHOOL EDUCATION

IDENTIFIER: *CONSORTIUM ON EARLY CHILDBEARING AND CHILD REARING

ABSTRACT: RESEARCH (1972-74) CONCERNING INFANT CARE AND DEVELOPMENT IS SURVEYED, SUPPLEMENTING AN EARLIER REVIEW OF LITERATURE ON THE SAME SUBJECT. THE LITERATURE SEARCH WAS PERFORMED TO PROVIDE MATERIALS WHICH COULD CONTRIBUTE TO THE IMPROVEMENT OF SERVICES TO SCHOOL-AGE PARENTS WITH INFANTS. STUDIES DEALING WITH INFANT DEVELOPMENT (E.G., NUTRITION, EARLY STIMULATION, AND ASSESSMENT), THE INFANT-ADULT RELATIONSHIP, INFANT EDUCATION AND INTERVENTION, DAY CARE, CHILDREARING PATTERNS, AND THEORETICAL AND METHODOLOGICAL ISSUES ARE ABSTRACTED. EVALUATIVE COMMENTS ABOUT SOME MATERIALS ARE FOUND FOLLOWING THE ABSTRACT. (BRT)

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SPONSORING AGENCY NAME: CHILDREN'S BUREAU (DHEW), WASHINGTON, D.C.

ED114169

TITLE: INFANT CARE: ABSTRACTS OF THE LITERATURE.

PERSONAL AUTHOR: WILLIAMS, TANNIS M., COMP.

PUBLICATION DATE: AUG 72

DESCRIPTIVE NOTE: 229P.; FOR ABSTRACT OF THE SUPPLEMENT TO THIS DOCUMENT, SEE PS 008 104

DESCRIPTORS: CHILD CARE; CHILD DEVELOPMENT; *CHILD REARING; DAY CARE PROGRAMS; INFANT BEHAVIOR; *INFANTS; INTERVENTION; *LITERATURE REVIEWS; PARENT CHILD RELATIONSHIP; *PARENTHOOD EDUCATION; PERCEPTUAL DEVELOPMENT; *PRESCHOOL EDUCATION

IDENTIFIER: *CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING

ABSTRACT: RESEARCH PERTAINING TO INFANT CARE AND DEVELOPMENT IS SURVEYED FOR THE PURPOSE OF PROVIDING INFORMATION FOR THE IMPROVEMENT OF SERVICES FOR SCHOOL-AGE PARENTS WITH INFANTS. COMPUTERIZED SEARCHES WERE USED TO IDENTIFY RELEVANT MATERIALS DATED 1967-72. STUDIES DEALING WITH INFANT DEVELOPMENT (E.G., PERCEPTION, CONDITIONING, THE INFANT-ADULT RELATIONSHIP), INFANT EDUCATION AND INTERVENTION, DAY CARE, CHILD REARING PATTERNS, AND THEORETICAL AND METHODOLOGICAL ISSUES ARE ABSTRACTED. EVALUATIVE COMMENTS ABOUT SOME MATERIALS ARE FOUND FOLLOWING THE ABSTRACT. (BRT)

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SPONSORING AGENCY NAME: CHILDREN'S BUREAU (DHEW), WASHINGTON, D.C.

ED114163#

TITLE: SWEDEN'S DAY NURSERIES: FOCUS ON PROGRAMS FOR INFANTS AND TODDLERS.

PERSONAL AUTHOR: BERGSTROM, JOAN L.; GOLD, JANE R.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 136P.

DESCRIPTORS: CHILD CARE; *DAY CARE PROGRAMS; *EARLY CHILDHOOD EDUCATION; *FOREIGN COUNTRIES; *GOVERNMENT ROLE; INFANTS; *PARENT ROLE; PARENT TEACHER COOPERATION; PRESCHOOL CURRICULUM; QUESTIONNAIRES; SPECIAL SERVICES; WORKING PARENTS

IDENTIFIER: *SWEDEN

ABSTRACT: DATA COLLECTED DURING A 1972 STUDY OF THE SWEDISH CHILD CARE PROGRAM ARE PRESENTED. GOVERNMENT OFFICIALS, DAY CARE PERSONNEL, CHILD CARE PROFESSIONALS, MEDICAL PERSONNEL, AND PARENTS WERE INTERVIEWED, AND NURSERIES IN SIX TOWNS WERE VISITED TO OBTAIN DATA. THE MAJOR ROLE OF THE STATE, COUNTRY, AND LOCAL GOVERNMENTS IN REGULATING, OPERATING, AND SUBSIDIZING SWEDISH CHILD CARE PROGRAMS IS DISCUSSED AND ILLUSTRATED WITH PHOTOGRAPHS. INCLUDED ARE DETAILS CONCERNING NURSERY CLIENTELE, ADMISSIONS AND FEE POLICIES, STAFF, PHYSICAL ENVIRONMENT, GROUPING OF CHILDREN, CURRICULA, AND COST OF OPERATION, ALONG WITH A DESCRIPTION OF THE DAILY ROUTINE OF A TYPICAL SWEDISH DAY NURSERY, AND TABLES OF PHYSICAL SPECIFICATIONS FOR NURSERY BUILDINGS. THE ROLE OF SWEDISH PARENTS IN THE DAY NURSERY PROGRAM IS EXAMINED. RESULTS FROM AN EVALUATIVE QUESTIONNAIRE GIVEN TO GOVERNMENT OFFICIALS, DAY NURSERY STAFF, AND PARENTS ABOUT THE NURSERY SYSTEM ARE INCLUDED, AS WELL AS A LIST OF SOME OF THE OTHER CHILD-CENTERED SERVICES OFFERED IN SWEDEN (E.G., BOARDING SCHOOLS FOR HANDICAPPED CHILDREN). (BRT)

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INSTITUTION NAME: DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, INC., WASHINGTON, D.C.

SPONSORING AGENCY NAME: NATIONAL SWEDISH BOARD OF HEALTH AND WELFARE, STOCKHOLM.; SWEDISH INST., STOCKHOLM.

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TITLE: THE CONCEPT OF MOTHERCRAFT AS RELATED TO INFANT HEALTH IN URBAN AND RURAL SETTINGS.

PERSONAL AUTHOR: SLESINGER, DORIS P.

PUBLICATION DATE: 24 AUG 75

DESCRIPTIVE NOTE: 26P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY (SAN FRANCISCO, CALIF., AUGUST 24, 1975)

DESCRIPTORS: *CHILD CARE; *HEALTH; INFANTS; *MOTHER ATTITUDES; PARENTAL BACKGROUND; *PARENT CHILD RELATIONSHIP; RURAL AREAS; *RURAL URBAN DIFFERENCES; SOCIAL INTEGRATION; SOCIOCULTURAL PATTERNS; URBAN AREAS

IDENTIFIER: *WISCONSIN

ABSTRACT: THE CONCEPT OF "MOTHERCRAFT" CAN BE INFLUENCED BY THE SOCIOCULTURAL ENVIRONMENT AND THE INDIVIDUAL MOTHER AND HER ATTRIBUTES. THIS STUDY EXAMINED THE DIFFERENCES IN MOTHERING BETWEEN THOSE WHO LIVE IN URBAN AREAS AND THOSE WHO LIVE IN RURAL AREAS. ALTHOUGH THE STUDY DREW ON WORK CURRENTLY IN PROGRESS ON THE RELATIONSHIP BETWEEN MOTHERING AND INFANT HEALTH, THE FOCUS WAS ON THE MOTHER'S CHARACTERISTICS AND HER SOCIAL SETTING. BOTH AN URBAN AND RURAL SAMPLE WERE CHOSEN, USING THE RESOURCES OF THE CITY OF MILWAUKEE DEPARTMENT OF HEALTH AND THE COUNTY PUBLIC HEALTH NURSES OF 4 WISCONSIN NONMETROPOLITAN COUNTIES. THE NURSES SELECTED FAMILIES WITH WHOM THEY HAD HAD SOME PRIOR CONTACT, WHO HAD HAD A BABY WITHIN THE PAST 3 MONTHS, AND WHERE THE MOTHERS WERE WILLING TO BE INTERVIEWED ABOUT THEMSELVES AND THEIR BABY'S HEALTH. DATA WERE OBTAINED THROUGH INTERVIEWS WITH 101 MOTHERS IN MILWAUKEE AND 47 IN THE RURAL AREAS AND FROM THE NURSES' OBSERVATIONS AND EVALUATIONS. SOME FINDINGS WERE: THERE WAS MORE OF A TENDENCY TO HAVE "TRADITIONAL" FAMILY PATTERNS SUCH AS BEING MARRIED, GOING TO CHURCH, AND RUNNING A HOME WITH MORE REGULAR SCHEDULES FOR THE BABY'S EATING AND SLEEPING PATTERNS IN RURAL AREAS; THE RURAL NURSES EVALUATED THEIR MOTHERS HIGHER ON QUALITY OF MOTHERCRAFT THAN DID THE URBAN NURSES; AND THERE WERE NO DIFFERENCES IN THE UTILIZATION OF MEDICAL SERVICES. (NQ)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

ED111521#

TITLE: THE END OF THE FIRST YEAR: NINE TO TWELVE MONTHS.

PERSONAL AUTHOR: COOPER, GRACE C.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 60P.; BOOK 6 - PARENTING CURRICULUM INDIVIDUALIZED STUDY BOOKS; FOR RESUMES OF OTHER BOOKS IN THIS SERIES, SEE PS 008 067-071

DESCRIPTORS: AFFECTIVE BEHAVIOR; *CHILD CARE; COGNITIVE DEVELOPMENT; EMOTIONAL DEVELOPMENT; FAMILY LIFE; *INFANCY; INFANT BEHAVIOR; MARRIAGE; MOTOR DEVELOPMENT; *PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PARENTHOOD EDUCATION; SOCIAL DEVELOPMENT; UNWED MOTHERS

IDENTIFIER: *CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING

ABSTRACT: INFORMATION ON INFANT GROWTH AND DEVELOPMENT FROM 9-12 MONTHS OF AGE IS PRESENTED IN A SELF-INSTRUCTIONAL FORMAT. THIS ILLUSTRATED BOOKLET IS PART OF A RELATED CURRICULUM ON PARENTING AND CHILD DEVELOPMENT FOR SCHOOL-AGE MOTHERS. INFANT EMOTIONAL BEHAVIOR, COGNITIVE DEVELOPMENT, TOILET TRAINING, WALKING AND OTHER MOTOR SKILLS, AND PERCEPTUAL DEVELOPMENT ARE DISCUSSED. THE FINAL SECTION OF THE BOOKLET DEALS WITH THE PROBLEMS AND CONCERNS OF THE UNMARRIED MOTHER WHO WISHES TO MARRY. THE YOUNG MOTHER IS ENCOURAGED TO CONSIDER HOW HER CHILD WILL FIT INTO HER NEW LIFE. (BRT)

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SPONSORING AGENCY NAME: OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED111520#

TITLE: YOU AND BABY ARE LEARNING MORE EACH DAY: SIX TO NINE MONTHS.

PERSONAL AUTHOR: COOPER, GRACE C.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 56P.; BOOK 5 - PARENTING CURRICULUM INDIVIDUALIZED STUDY BOOKS; FOR RESUMES OF OTHER BOOKS IN THIS SERIES, SEE PS 008 067-072

DESCRIPTORS: *CHILD CARE; CHILD DEVELOPMENT; EMOTIONAL DEVELOPMENT; EMPLOYMENT INTERVIEWS; *INFANCY; INFANT BEHAVIOR; JOB APPLICATION; LANGUAGE DEVELOPMENT; LEARNING ACTIVITIES; MOTOR DEVELOPMENT; *PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PARENTHOOD EDUCATION; STRANGER REACTIONS; TOYS; UNWED MOTHERS

IDENTIFIER: *CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING

ABSTRACT: INFORMATION ABOUT INFANT GROWTH AND DEVELOPMENT FROM 6 TO 9 MONTHS OF AGE IS PRESENTED IN A SELF-INSTRUCTIONAL FORMAT. THIS ILLUSTRATED BOOKLET IS PART OF A RELATED CURRICULUM ON PARENTING AND CHILD DEVELOPMENT FOR SCHOOL-AGE MOTHERS. STRANGER ANXIETY, MOTOR DEVELOPMENT, TOYS AND LEARNING ACTIVITES, AND LANGUAGE DEVELOPMENT ARE DISCUSSED. JOB-HUNTING TIPS ARE PROVIDED FOR MOTHERS WHO ARE PLANNING TO WORK OR TO CHANGE JOBS. SHORT REVIEW QUIZZES AND ANSWERS ARE INCLUDED ON THE MATERIAL COVERED IN THE BOOKLET. (BRT)

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SPONSORING AGENCY NAME: OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED111519#

TITLE: YOUR BABY GROWS: THREE TO SIX MONTHS.

PERSONAL AUTHOR: COOPER, GRACE C.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 66P.; BOOK 4 - PARENTING CURRICULUM INDIVIDUALIZED STUDY BOOKS; FOR RESUMES OF OTHER BOOKS IN THIS SERIES, SEE PS 008 067-072

DESCRIPTORS: AFFECTIVE BEHAVIOR; CALISTHENICS; *CHILD CARE; COGNITIVE DEVELOPMENT; EMOTIONAL DEVELOPMENT; INDIVIDUAL DIFFERENCES; *INFANCY; LEARNING ACTIVITIES; MOTOR DEVELOPMENT; *PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PARENTHOOD EDUCATION; PERCEPTUAL DEVELOPMENT; PHYSICAL DEVELOPMENT; RECREATIONAL ACTIVITIES; UNWED MOTHERS

IDENTIFIER: *CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING

ABSTRACT: THIS ILLUSTRATED BOOKLET ON INFANT GROWTH AND DEVELOPMENT FROM 3 TO 6 MONTHS OF AGE IS PART OF A SELF-INSTRUCTIONAL CURRICULUM ON PARENTING AND CHILD DEVELOPMENT FOR SCHOOL-AGE MOTHERS. PHYSICAL, MOTOR, AND SOCIAL-EMOTIONAL DEVELOPMENT OF THE INFANT ARE DISCUSSED, WITH EMPHASIS ON POSSIBLE INDIVIDUAL DIFFERENCES IN BABIES. THE EMOTIONAL AND SOCIAL NEEDS OF YOUNG MOTHERS ARE DISCUSSED AND SUGGESTIONS ARE MADE FOR ACTIVITIES, EXERCISE, DIET, AND WARDROBE SELECTION. SHORT QUIZZES AND ANSWERS ARE PROVIDED ON THE MATERIAL COVERED IN THE BOOKLET. (BRT)

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS

AVAILABILITY: CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING, CHILD WELFARE LEAGUE OF AMERICA, INC., SUITE 618, 1145 NINETEENTH ST., N.W., WASHINGTON, D.C. 20036 (PAPER, SET OF 6 BOOKS, $12.50)

INSTITUTION NAME: CHILD WELFARE LEAGUE OF AMERICA, INC., NEW YORK, N.Y.; CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING, WASHINGTON, D. C.

SPONSORING AGENCY NAME: OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED111518#

TITLE: LEARNING ABOUT THE WORLD: FROM ONE MONTH TO THREE MONTHS.

PERSONAL AUTHOR: COOPER, GRACE C.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 61P.; BOOK 3 - PARENTING CURRICULUM INDIVIDUALIZED STUDY BOOKS; FOR RESUMES OF OTHER BOOKS IN THIS SERIES, SEE PS 008 067-072

DESCRIPTORS: AFFECTIVE BEHAVIOR; *CHILD CARE; CHILD DEVELOPMENT; CONTRACEPTION; EMOTIONAL DEVELOPMENT; FATHERS; INDIVIDUAL DIFFERENCES; *INFANCY; INFANT BEHAVIOR; LEARNING ACTIVITIES; MOTOR DEVELOPMENT; *PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PARENTHOOD EDUCATION; RECREATIONAL ACTIVITIES; UNWED MOTHERS

IDENTIFIER: *CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING

ABSTRACT: INFORMATION ABOUT INFANTS FROM 1 TO 3 MONTHS OLD IS PRESENTED IN A SELF-INSTRUCTIONAL FORMAT. THIS ILLUSTRATED BOOKLET IS PART OF A RELATED CURRICULUM ON PARENTING AND CHILD DEVELOPMENT FOR SCHOOL-AGE MOTHERS. TOPICS DISCUSSED ARE: (1) INFANT CARE, (2) INFANT BEHAVIOR (E.G., THUMBSUCKING, CRYING), (3) THE MOTHER'S RELATIONSHIPS WITH THE FATHER OF THE INFANT, OTHER MEN, AND FEMALE PEERS, AND (4) THE IMPORTANCE OF STIMULATION AND LEARNING ACTIVITIES FOR MAXIMUM INFANT DEVELOPMENT. MOTHERS ARE ENCOURAGED TO OBTAIN BIRTH CONTROL INFORMATION FROM A FAMILY PLANNING CLINIC, DOCTOR, SOCIAL WORKER, OR OTHER HEALTH SERVICE. SHORT QUIZZES AND ANSWERS ARE PROVIDED ON THE MATERIAL COVERED IN THE BOOKLET. (BRT)

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS

AVAILABILITY: CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING, CHILD WELFARE LEAGUE OF AMERICA, INC., SUITE 618, 1145 NINETEENTH STREET, N.W., WASHINGTON, D.C. 20036 (PAPER, SET OF 6 BOOKS, $12.50)

INSTITUTION NAME: CHILD WELFARE LEAGUE OF AMERICA, INC., NEW YORK, N.Y.; CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING, WASHINGTON, D. C.

SPONSORING AGENCY NAME: OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED111517#

TITLE: YOUR NEW HUMAN: BIRTH TO ONE MONTH.

PERSONAL AUTHOR: COOPER, GRACE C.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 71P.; BOOK 2 - PARENTING CURRICULUM INDIVIDUALIZED STUDY BOOKS; FOR RESUMES OF OTHER BOOKS IN THIS SERIES, SEE PS 008 067-072

DESCRIPTORS: CHILD CARE; CHILD DEVELOPMENT; *DAY CARE SERVICES; EMOTIONAL ADJUSTMENT; FAMILY DAY CARE; INDIVIDUAL DIFFERENCES; *INFANCY; INFANT BEHAVIOR; LEARNING ACTIVITIES; *PARENT CHILD RELATIONSHIP; *PARENTHOOD EDUCATION; PHYSICAL CHARACTERISTICS; PHYSICAL DEVELOPMENT; PHYSICAL HEALTH; *UNWED MOTHERS

IDENTIFIER: *CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING

ABSTRACT: INFORMATION ON THE CHILD'S FIRST MONTH OF LIFE IS PRESENTED IN A SELF-INSTRUCTIONAL FORMAT. THIS ILLUSTRATED BOOKLET IS PART OF A RELATED CURRICULUM ON PARENTING AND CHILD DEVELOPMENT FOR SCHOOL-AGE MOTHERS. THE PHYSICAL APPEARANCE OF NEWBORNS, HOSPITAL MATERNITY WARD PROCEDURES, SUGGESTIONS FOR DAILY SCHEDULES FOR NEW SCHOOL-AGE MOTHERS AND THEIR INFANTS, ALTERNATIVES IN DAY CARE, AND ACTUAL INFANT CARE ARE EXPLAINED. SHORT QUIZZES AND ANSWERS ARE PROVIDED ON THE MATERIAL COVERED IN THE BOOKLET. EMPHASIS IS PLACED ON THE DEVELOPMENTAL IMPORTANCE OF STIMULATION, LEARNING ACTIVITIES, AND INTERACTION BETWEEN THE NEW MOTHER AND INFANT. (BRT)

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS

AVAILABILITY: CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING, CHILD WELFARE LEAGUE OF AMERICA, INC., SUITE 618, 1145 NINETEENTH ST., N.W., WASHINGTON, D.C. 20036 (PAPER, SET OF 6 BOOKS, $12.50)

INSTITUTION NAME: CHILD WELFARE LEAGUE OF AMERICA, INC., NEW YORK, N.Y.; CONSORTIUM ON EARLY CHILDBEARING AND CHILDREARING, WASHINGTON, D. C.

SPONSORING AGENCY NAME: OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED110181

TITLE: THE PENNSYLVANIA RESEARCH IN INFANT DEVELOPMENT AND EDUCATION PROJECT: A FIVE YEAR PERSPECTIVE.

PERSONAL AUTHOR: DUSEWICZ, RUSSELL A.; O'CONNELL, MARY ANN

PUBLICATION DATE: APR 75

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D.C., MARCH 30-APRIL 3, 1975)

DESCRIPTORS: ACHIEVEMENT GAINS; CHILD CARE CENTERS; COGNITIVE DEVELOPMENT; *COMPARATIVE ANALYSIS; HOME PROGRAMS; HOME VISITS; INFANTS; INTELLIGENCE QUOTIENT; *INTERVENTION; LANGUAGE DEVELOPMENT; PARENT EDUCATION; PARENT PARTICIPATION; PRESCHOOL CURRICULUM; *PRESCHOOL EDUCATION; *PRESCHOOL PROGRAMS; *PROGRAM EVALUATION; SOCIAL DEVELOPMENT

ABSTRACT: A COMPARATIVE EVALUATION OF THE EFFECTIVENESS OF CENTER-BASED, HOME-BASED AND PARENT-BASED DELIVERY SYSTEMS FOR PRESCHOOL INTERVENTION SERVICES WAS UNDERTAKEN. OVER A 5-YEAR PERIOD, THE PENNSYLVANIA RESEARCH IN INFANT DEVELOPMENT AND EDUCATION PROJECT ENROLLED MORE THAN 170 DISADVANTAGED CHILDREN IN ITS TWO PRINCIPAL COMPONENT PROGRAMS: THE CENTER-BASED PROGRAM AND THE HOME-BASED PROGRAM. A THIRD COMPONENT, THE PARENT-BASED PROGRAM, WAS SUPERIMPOSED ON THE OTHER TWO BY INVOLVING 20 MOTHERS OF RANDOMLY CHOSEN CHILDREN WHO WERE SIMULTANEOUSLY PARTICIPATING IN EITHER THE CENTER- OR HOME-BASED PROGRAMS. CHILDREN IN ALL THREE PROGRAMS WERE ENROLLED BETWEEN THE AGES OF 12 AND 20 MONTHS FOR A 2-YEAR PERIOD. STATISTICAL ANALYSES OF PRE- AND POSTTEST DATA ON AN EXTENSIVE BATTERY OF TEST MEASURES POOLED OVER THIS 5-YEAR PERIOD SHOWED THAT BOTH THE CENTER-BASED AND HOME-BASED PROGRAMS PRODUCED SIGNIFICANT DEVELOPMENTAL GAINS, BUT THAT THE CENTER-BASED PROGRAM WAS SIGNIFICANTLY MORE EFFECTIVE. THE ADDITION OF THE PARENT-BASED PROGRAM DID NOT RESULT IN FURTHER GAINS FOR CHILDREN IN EITHER THE CENTER-BASED OR HOME-BASED PROGRAMS. (JMB)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED110155

TITLE: CROSS CULTURAL EARLY EDUCATION AND DAY CARE: A BIBLIOGRAPHY.

PERSONAL AUTHOR: MOSKOVITZ, SARAH

PUBLICATION DATE: JUN 75

DESCRIPTIVE NOTE: 34P.

DESCRIPTORS: *BIBLIOGRAPHIES; CHILD CARE; CHILD DEVELOPMENT; COMPARATIVE EDUCATION; *CROSS CULTURAL STUDIES; CULTURAL DIFFERENCES; CULTURAL ENVIRONMENT; *DAY CARE PROGRAMS; *EARLY CHILDHOOD EDUCATION; *FOREIGN COUNTRIES; INFANCY

ABSTRACT: THIS ERIC BIBLIOGRAPHY ON CROSS CULTURAL EARLY EDUCATION AND DAY CARE IS A COLLECTION OF REFERENCES FOR EDUCATORS AND RESEARCHERS INTERESTED IN HOW CHILDREN ARE EDUCATED AND CARED FOR IN OTHER COUNTRIES. REFERENCES ARE GROUPED IN 4 SECTIONS. (1) CROSS CULTURAL STUDIES. (2) A COLLECTION OF REFERENCES FOR EACH OF THE 33 COUNTRIES COVERED. (3) GENERAL EARLY CHILDHOOD TOPICS. (4) GENERAL RESOURCES, INCLUDING ORGANIZATIONS AND JOURNALS. (GO)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

AVAILABILITY: PUBLICATIONS OFFICE, I.C.E.D., COLLEGE OF EDUCATION, UNIVERSITY OF ILLINOIS, 805 W. PENNSYLVANIA AVE., URBANA, ILLINOIS 61801 (CATALOG NO. 129, $1.75)

INSTITUTION NAME: ERIC CLEARINGHOUSE ON EARLY CHILDHOOD EDUCATION, URBANA, ILL.

SPONSORING AGENCY NAME: NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED107364

TITLE: A DESCRIPTION OF THE NEW YORK CITY INFANT DAY CARE STUDY: INFANT DAY CARE FAMILY RESEARCH.

PERSONAL AUTHOR: FREEMAN, HAROLD, JR.

PUBLICATION DATE: 24 NOV 74

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (WASHINGTON, D. C., NOVEMBER 1974); FOR RELATED DOCUMENTS, SEE PS 007 870-873

DESCRIPTORS: *DAY CARE PROGRAMS; *EARLY CHILDHOOD EDUCATION; *FAMILY PROGRAMS; FAMILY RELATIONSHIP; FAMILY ROLE; FAMILY STATUS; *INFANTS; *MEASUREMENT INSTRUMENTS; RESEARCH DESIGN; RESEARCH METHODOLOGY

IDENTIFIER: *NEW YORK CITY INFANT DAY CARE STUDY

ABSTRACT: THIS REPORT DESCRIBES THE METHODS AND INSTRUMENTS USED BY THE NEW YORK CITY INFANT DAY CARE STUDY TO MEASURE: (1) THE FUNCTIONAL STATUS OF INFANT DAY CARE FAMILIES OVER TIME AND (2) THE RELATIONSHIP OF THOSE FAMILIES TO EXISTING INFANT DAY CARE PROGRAMS AND TO THEIR COMMUNITIES. BACKGROUND INFORMATION ON THE DEVELOPMENT AND THEORETICAL BASIS OF THE PROJECT ARE DISCUSSED BRIEFLY. LONGITUDINAL DATA ON INFANT DAY CARE FAMILIES WERE COLLECTED THROUGH INTERVIEWS USING TWO PARALLEL FORMS OF THE PROFILE OF FAMILY FUNCTIONING (ONE FOR TWO-PARENT FAMILIES AND ANOTHER FOR SINGLE PARENTS), ADMINISTERED THREE TIMES DURING PROGRAM PARTICIPATION (AT PROGRAM ENTRY, THREE MONTHS LATER, AND AT PROGRAM TERMINATION). (ED)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED107363

TITLE: A DESCRIPTION OF THE NEW YORK CITY INFANT DAY CARE STUDY: HEALTH, NUTRITION AND PHYSICAL DEVELOPMENT.

PERSONAL AUTHOR: GAREEN, DIANE B.

PUBLICATION DATE: 24 NOV 74

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (WASHINGTON, D. C., NOVEMBER 1974); FOR RELATED DOCUMENTS, SEE PS 007 870-874

DESCRIPTORS: *DATA COLLECTION; *DAY CARE PROGRAMS; *EARLY CHILDHOOD EDUCATION; GROWTH PATTERNS; *HEALTH; *INFANTS; NUTRITION; PHYSICAL DEVELOPMENT; RESEARCH METHODOLOGY

IDENTIFIER: *NEW YORK CITY INFANT DAY CARE STUDY

ABSTRACT: THIS REPORT PROVIDES AN ACCOUNT OF THE NATURE AND PURPOSES OF DATA COLLECTED CONCERNING THE HEALTH, NUTRITION, AND PHYSICAL DEVELOPMENT OF INFANTS DURING THE FIRST THREE YEARS OF LIFE, IN ORDER TO COMPARE THE PHYSICAL HEALTH OF CHILDREN IN FAMILY OR GROUP DAY CARE AND CHILDREN WITH NO PREVIOUS DAY CARE EXPERIENCE. THE DATA COLLECTED INCLUDE THE INFANTS'S BIRTH HISTORY; DETAILED PHYSICAL EXAMINATIONS OF CHILDREN AT 6, 12, 18, AND 36 MONTHS; LABORATORY BLOOD TESTS; VISION, HEARING, AND DENTAL SCREENING PROCEDURES; AND INTERIM REPORTS FROM OUTSIDE AGENCIES. THE FACTORS UNDER ANALYSIS INCLUDE GROWTH AND DEVELOPMENT, THE PRESENCE OR ABSENCE OF MAJOR AND/OR MINOR ABNORMALITIES, AND THE DAY CARE CENTER'S EFFECT ON CHILDREN'S PHYSICAL DEVELOPMENT. NO STUDY CONCLUSIONS HAVE YET BEEN REACHED. (ED)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED107362

TITLE: ASSESSMENT OF CHILDREN'S PSYCHOLOGICAL DEVELOPMENT AND DATA ANALYTIC FRAMEWORK IN NEW YORK CITY INFANT DAY CARE STUDY.

PERSONAL AUTHOR: GOLDEN, MARK

PUBLICATION DATE: 24 NOV 74

DESCRIPTIVE NOTE: 11P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (WASHINGTON, D. C., NOVEMBER 1974); FOR RELATED DOCUMENTS, SEE PS 007 870-874

DESCRIPTORS: CHILD DEVELOPMENT; *DATA ANALYSIS; DATA COLLECTION; *DAY CARE PROGRAMS; *INFANTS; INTERVIEWS; *LONGITUDINAL STUDIES; PSYCHOLOGICAL TESTS; RESEARCH DESIGN

IDENTIFIER: *NEW YORK CITY INFANT DAY CARE STUDY

ABSTRACT: THIS REPORT BRIEFLY DESCRIBES THE PROCEDURES FOR ASSESSING CHILDREN'S PSYCHOLOGICAL DEVELOPMENT AND THE DATA ANALYTIC FRAMEWORK USED IN THE NEW YORK CITY INFANT DAY CARE STUDY. THIS STUDY IS A 5-YEAR, LONGITUDINAL INVESTIGATION IN WHICH INFANTS IN GROUP AND FAMILY DAY CARE PROGRAMS AND INFANTS REARED AT HOME ARE COMPARED. CHILDREN IN THE STUDY ARE ASSESSED ON VARIOUS ASPECTS OF PSYCHOLOGICAL DEVELOPMENT (COGNITIVE, LANGUAGE, SOCIAL, PERSONALITY, AND EMOTIONAL), AT 6, 12, 18, AND 36 MONTHS OF AGE. THE FIRST PSYCHOLOGICAL EVALUATION OF THE CHILDREN SERVES AS A BASELINE MEASURE OF THEIR PSYCHOLOGICAL FUNCTIONING. SUBSEQUENT ASSESSMENTS ARE CONSIDERED OUTCOME MEASURES REFLECTING THE PROGRAMS' EFFECTS. THE SEQUENCE AND NATURE OF TESTS AND INTERVIEWS USED IN THIS ASPECT OF THE STUDY ARE REPORTED AND RELATED TO THE OTHER AREAS OF THE STUDY. THE REPORT CONCLUDES WITH A DISCUSSION OF THE RATIONALE AND DESIGN OF THE DATA ANALYTIC FRAMEWORK USED IN COMPARING: (1) INITIAL AND DEMOGRAPHIC CHARACTERISTICS OF CHILDREN AND FAMILIES IN GROUP AND FAMILY DAY CARE, (2) INFANT DAY CARE ENVIRONMENTS, AND (3) DEVELOPMENTAL OUTCOMES. (ED)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED107361

TITLE: OBSERVING AND ASSESSING INFANT DAY CARE ENVIRONMENT.

PERSONAL AUTHOR: SHAPIRO, EDNA

PUBLICATION DATE: 24 NOV 74

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (WASHINGTON, D. C., NOVEMBER 1974); FOR RELATED DOCUMENTS, SEE PS 007 870-874

DESCRIPTORS: *CHILD DEVELOPMENT; CLASSROOM OBSERVATION TECHNIQUES; DATA ANALYSIS; *DATA COLLECTION; *DAY CARE PROGRAMS; *INFANTS; INTERVIEWS; *LONGITUDINAL STUDIES; PHYSICAL ENVIRONMENT; RESEARCH DESIGN; STUDENT TEACHER RELATIONSHIP

IDENTIFIER: *NEW YORK CITY INFANT DAY CARE STUDY

ABSTRACT: THIS PAPER DESCRIBES DATA COLLECTION PROCEDURES FOR THE PART OF THE NEW YORK CITY INFANT DAY CARE STUDY CONCERNED WITH DAY CARE ENVIRONMENT AND CAREGIVER-CHILD INTERACTION. THIS STUDY IS A 5-YEAR, LONGITUDINAL INVESTIGATION IN WHICH INFANTS IN GROUP AND FAMILY DAY CARE PROGRAMS AND INFANTS REARED AT HOME ARE COMPARED. STUDY DATA WILL BE COLLECTED FROM TWO MAJOR SOURCES: (1) OBSERVATION OF EACH CHILD IN HIS/HER USUAL DAY CARE ENVIRONMENT (AT 6-MONTH INTERVALS), AND (2) INTERVIEWS WITH THE CHILD'S CAREGIVER(S) (ONCE A YEAR). THE SYSTEMATIC OBSERVATION AND RECORDING OF ASPECTS OF THE BEHAVIOR OF BOTH THE CHILD AND THE CAREGIVER ARE DESCRIBED AS THEY OCCUR DURING A TYPICAL DAY OF OBSERVATION. THE CHILD, RATHER THAN THE CAREGIVER, IS THE MAJOR FOCUS OF OBSERVATION. AN ANNUAL INTERVIEW WITH THE CAREGIVER IS ALSO DESCRIBED. BOTH LONGITUDINAL AND CROSS-SECTIONAL COMPARISONS OF THE DATA WILL BE MADE AT THREE LEVELS OF ANALYSIS: THE GLOBAL ASSESSMENT (A SUPERORDINATE SCORE PROVIDED BY THE INFANT DAY CARE ENVIRONMENT INDEX--IDCEI), THE SUBSCALES WHICH COMPRISE THE IDCEI, AND SPECIFIC HYPOTHESES. (ED)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED107360

TITLE: THE NEW YORK CITY INFANT DAY CARE STUDY DESIGN.

PERSONAL AUTHOR: ROSENBLUTH, LUCILLE

PUBLICATION DATE: 24 NOV 74

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (WASHINGTON, D. C., NOVEMBER 1974); FOR RELATED DOCUMENTS, SEE PS 007 871-874

DESCRIPTORS: *CHILD DEVELOPMENT; *DAY CARE PROGRAMS; EXPERIMENTAL GROUPS; *INFANTS; INTERAGENCY COORDINATION; *LONGITUDINAL STUDIES; PARENT CHILD RELATIONSHIP; PHYSICAL ENVIRONMENT; *RESEARCH DESIGN; STUDENT TEACHER RELATIONSHIP

IDENTIFIER: *NEW YORK CITY INFANT DAY CARE STUDY

ABSTRACT: THIS PAPER PROVIDES A BRIEF INTRODUCTION TO THE NEW YORK CITY INFANT DAY CARE STUDY, A 5-YEAR, LONGITUDINAL STUDY IN WHICH CHILDREN IN THREE DIFFERENT CHILD REARING ENVIRONMENTS ARE COMPARED: (1) INFANTS IN GROUP DAY CARE, (2) INFANTS IN FAMILY DAY CARE, AND (3) INFANTS REARED AT HOME. DATA ARE BEING COLLECTED ON THREE MAJOR ASPECTS OF CHILD DEVELOPMENT: (1) HEALTH, NUTRITION, AND PHYSICAL DEVELOPMENT; (2) PSYCHOLOGICAL DEVELOPMENT (COGNITIVE, LANGUAGE, SOCIAL, PERSONALITY, AND EMOTIONAL); AND (3) FAMILY DEVELOPMENT. A TOTAL OF 500 CHILDREN ARE INVOLVED: (1) 250 CHILDREN (HALF FROM GROUP DAY CARE AND HALF FROM FAMILY DAY CARE) WHO ARE FOLLOWED FROM PROGRAM ENTRY UNTIL THEY REACH AGE 3; (2) ANOTHER 100 CHILDREN WHO DO NOT ENTER THE PROGRAMS UNTIL AGE 3; AND (3) AN AT-HOME SAMPLE OF 150 CHILDREN, AGES 6, 12, OR 18 MONTHS. THE NATURE OF THE RESEARCH PARTNERSHIP FORMED BETWEEN THE PARTICIPATING DAY CARE AGENCIES, THE STUDY STAFF, THE AGENCY FOR CHILD DEVELOPMENT, AND THE HEALTH DEPARTMENT IS DESCRIBED. (ED)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED104548

TITLE: THE CAROLINA ABECEDARIAN PROJECT: A LONGITUDINAL AND MULTIDISCIPLINARY APPROACH TO THE PREVENTION OF DEVELOPMENTAL RETARDATION.

PERSONAL AUTHOR: RAMEY, CRAIG T.; AND OTHERS

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 75P.; HARD COPY NOT AVAILABLE DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

DESCRIPTORS: CURRICULUM DEVELOPMENT; *DAY CARE PROGRAMS; *DEVELOPMENTAL PSYCHOLOGY; *DISADVANTAGED YOUTH; ECONOMIC DISADVANTAGEMENT; EXPERIMENTAL CURRICULUM; *EXPERIMENTAL PROGRAMS; INFANTS; INTERDISCIPLINARY APPROACH; *INTERVENTION; MEDICAL EVALUATION; PRESCHOOL CHILDREN; RESEARCH PROJECTS; RETARDED CHILDREN

IDENTIFIER: RESPIRATORY ILLNESSES

ABSTRACT: THIS PROGRESS REPORT DESCRIBES THE SUBJECTS, PROGRAM AND CURRICULUM DEVELOPMENT, AND COLLECTED PSYCHOLOGICAL AND MEDICAL DATA OF THE CAROLINA ABECEDARIAN PROJECT, AN INTERVENTION PROGRAM, BEGUN IN 1972. THE PURPOSE OF THIS PROJECT IS TO BRING TOGETHER A MULTIDISCIPLINARY TEAM OF RESEARCHERS TO DEMONSTRATE THAT THE DEVELOPMENTAL RETARDATION OF DISADVANTAGED CHILDREN CAN BE PREVENTED, AND TO EXPLAIN HOW VARIOUS PSYCHOLOGICAL AND BIOLOGICAL PROCESSES ARE AFFECTED BY SUCH PREVENTIVE ATTEMPTS. SUBJECTS ARE SELECTED FROM FAMILIES REFERRED BY HOSPITAL PRENATAL CLINICS AND OTHER COMMUNITY AGENCIES, AND RATED ACCORDING TO AN EXPERIMENTAL "HIGH-RISK INDEX." INFANTS ARE ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS, AND GIVEN FAMILY SUPPORT SOCIAL WORK SERVICES, NUTRITIONAL SUPPLEMENTS, MEDICAL CARE, TRANSPORTATION, AND PAYMENT FOR PARTICIPATION. THE EXPERIMENTAL GROUP TAKES PART IN A PLANNED CURRICULUM (ADMINISTERED THROUGHOUT THE DAY) CONSISTING OF A SERIES OF LEARNING ACTIVITIES DEVELOPED (AND EVALUATED) FOR CHILDREN FROM BIRTH TO 36 MONTHS. MOST OF THE REPORT IS A DESCRIPTION OF THE PROCESSES OF CURRICULUM DEVELOPMENT AND EVALUATION AND THE PSYCHOLOGICAL AND MEDICAL DATA COLLECTED. (ED)

EDRS PRICE: EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS..PLUS POSTAGE

INSTITUTION NAME: NORTH CAROLINA UNIV., CHAPEL HILL. FRANK PORTER GRAHAM CENTER.

SPONSORING AGENCY NAME: NATIONAL HEART AND LUNG INST. (DHEW/PHS), BETHESDA, MD.; NATIONAL INST. OF CHILD HEALTH AND HUMAN DEVELOPMENT (NIH), BETHESDA, MD.

ED104533

TITLE: THE INFANT DAY CARE DEBATE: NOT WHETHER BUT HOW.

PERSONAL AUTHOR: PIZZO, PEGGY DALY

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 29P.

DESCRIPTORS: *CHILD CARE; CHILD CARE CENTERS; CHILD CARE WORKERS; *CHILDHOOD NEEDS; CHILD REARING; *DAY CARE SERVICES; ENVIRONMENTAL INFLUENCES; FAMILY DAY CARE; *INFANTS; PARENT RESPONSIBILITY; *PROGRAM DESCRIPTIONS; SAFETY; SOCIAL DEVELOPMENT; STIMULATION

ABSTRACT: THIS BOOKLET DESCRIBES THE KINDS OF CHILD CARE ARRANGEMENTS PARENTS CAN CURRENTLY MAKE FOR CHILDREN UNDER THREE YEARS OF AGE. SOME OF THE ESSENTIAL FEATURES OF THESE ARRANGEMENTS ARE DISCUSSED: CONTINUITY OF CARE, SAFE ENVIRONMENTS, CONSISTENCY IN PARENT AND CAREGIVER CHILD-REARING VALUES, STIMULATION FOR THE CHILDREN, SOCIAL PLAY, AND SOME MECHANISMS FOR PARENT CONTROL WHICH HAVE THE APPROVAL OF BOTH THE PARENT AND CAREGIVER. THE ADVANTAGES AND DISADVANTAGES OF EIGHT TYPES OF CHILD CARE ARRANGEMENTS ARE EXAMINED: (1) LIVE-OUT CAREGIVER, (2) LIVE-IN BABYSITTER, (3) EXCHANGE BABYSITTING, (4) NEIGHBORHOOD GROUP DAY CARE, (5) WORK-BASED GROUP CARE, (6) FAMILY DAY CARE, (7) PLAYGROUP, AND (8) MINICENTERS. SUGGESTIONS FOR REDUCING SOME OF THE DISADVANTAGES ARE OFFERED. (SDH)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

INSTITUTION NAME: DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, INC., WASHINGTON, D.C.

ED104530

TITLE: PERSPECTIVES: CHILD CARE. A PROGRESS REPORT.

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 64P.

DESCRIPTORS: *CHILD CARE CENTERS; CHILD DEVELOPMENT; CURRICULUM DEVELOPMENT; *DAY CARE PROGRAMS; DIFFERENTIATED STAFFS; EDUCATIONAL PHILOSOPHY; HEALTH SERVICES; *INFANTS; LEARNING ACTIVITIES; ORGANIZATION; PHYSICAL FACILITIES; PILOT PROJECTS; *PRESCHOOL CHILDREN; *PROGRAM DESCRIPTIONS; SCHOOL SCHEDULES; TRAINING

ABSTRACT: THIS PUBLICATION DESCRIBES THE DAY CARE PROGRAM (HOUSED IN TRAILER UNITS) FOR INFANTS AND PRESCHOOLERS THAT HAS BEEN DEVELOPED SINCE 1966 AT THE FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER IN CHAPEL HILL, NORTH CAROLINA. THE IDEAS AND EXPERIENCES DISCUSSED IN THE PUBLICATION ARE INTENDED TO AID OTHER PERSONS PRESENTLY CONDUCTING OR PLANNING SIMILAR DAY CARE PROGRAMS. ASPECTS OF THE PROGRAM DISCUSSED INCLUDE: (1) THE PHYSICAL ENVIRONMENT AND EQUIPMENT; (2) STAFF VARIETY, STAFF/STUDENT RATIOS, AND STAFF TRAINING AND COMMUNICATION; (3) STUDENT SELECTION AND FAMILY-SCHOOL INTERACTION; (4) AN ECLECTIC APPROACH TO CHILD DEVELOPMENT INCORPORATING THEORIES OF PIAGET, SKINNER, AND MONTESSORI; (5) ORGANIZATIONAL FEATURES OF DAY CARE (PEER AND AGE GROUPING, STAFF DIVISION AND DAILY SCHEDULES); (6) GENERAL EDUCATIONAL SERVICES (LEARNING WHICH IS CONTINUOUS); (7) DEVELOPMENT OF A STRUCTURED CURRICULUM; AND (8) HEALTH CARE (DAILY PROCEDURES AND RESEARCH ACTIVITIES). THE APPENDIX CONTAINS SAMPLE INSERVICE TRAINING TECHNIQUES FOR TEACHING SMALL GROUPS AND SAMPLE LESSON PLANS AND ACTIVITIES. (SDH)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

INSTITUTION NAME: NORTH CAROLINA UNIV., CHAPEL HILL. FRANK PORTER GRAHAM CENTER.

SPONSORING AGENCY NAME: NATIONAL INST. OF CHILD HEALTH AND HUMAN DEVELOPMENT (NIH), BETHESDA, MD.; NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.

ED100510

TITLE: A PROPOSAL FOR A RESEARCH AND DEVELOPMENT PROGRAM IN INFANT LEARNING AND DEVELOPMENT.

PERSONAL AUTHOR: ROMERO, RHONDA CLAPPER

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 129P.; M.S. DISSERTATION, UNIVERSITY OF WISCONSIN

DESCRIPTORS: CULTURALLY DISADVANTAGED; CURRICULUM GUIDES; CURRICULUM PLANNING; DAY CARE SERVICES; *DEMONSTRATION PROGRAMS; *EDUCATIONAL PROGRAMS; HOME VISITS; *INFANTS; LITERATURE REVIEWS; PARENT PARTICIPATION; PREVENTION; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; *PROGRAM PLANNING; REMEDIAL PROGRAMS

IDENTIFIER: *INFANT EDUCATION; PIAGET (JEAN)

ABSTRACT: THIS THESIS REVIEWS INFANT LEARNING LITERATURE, DESCRIBES INFANT EDUCATION PROGRAMS, AND DISCUSSES PIAGET'S THEORY OF DEVELOPMENT. ALSO PRESENTED IS A CURRICULUM MODEL WHICH IS PIAGETIAN IN PERSPECTIVE AND INCLUDES: (1) INFORMATION ON SOME PSYCHOLOGICAL FOUNDATIONS OF INFANT EDUCATION; (2) A PLANNING COMPONENT EXPLAINING APPROPRIATE SETTINGS, GOALS, INFLUENCES ON THE MODEL, AND DESIGN RATIONALE; (3) A STATEMENT OF THE ASPECTS OF DEVELOPMENT TO BE FACILITATED BY TEACHERS IN EMPLOYING A MODEL; AND (4) AN EVALUATION SECTION IN WHICH MEANS OF ASSESSING THE EFFECTIVENESS OF THE CURRICULUM ARE DISCUSSED. (SDH)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE

ED099142

TITLE: CURRENT INFANT RESEARCH: AN ABSTRACT BIBLIOGRAPHY. CATALOG NO. 123.

PERSONAL AUTHOR: THOMAS, SHARON E., COMP.

PUBLICATION DATE: DEC 74

DESCRIPTIVE NOTE: 42P.

DESCRIPTORS: *BIBLIOGRAPHIES; *CHILD DEVELOPMENT; COGNITIVE DEVELOPMENT; DAY CARE SERVICES; DEVELOPMENTAL PSYCHOLOGY; EMOTIONAL DEVELOPMENT; *INFANCY; *INFANT BEHAVIOR; *INFANTS; INTERVENTION; MENTAL RETARDATION; NUTRITION; SOCIAL DEVELOPMENT

ABSTRACT: THIS SELECTIVE BIBLIOGRAPHY CITES ERIC DOCUMENTS DESCRIBING RESEARCH ON INFANTS. ENTIRES ARE TAKEN FROM "RESEARCH IN EDUCATION (RIE)" AND "CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)," 1972 THROUGH 1974. DESCRIPTOR (INDEX) TERMS USED TO SEARCH THE ERIC SYSTEM INCLUDE: INFANTS, INFANCY, AND INFANT BEHAVIOR. (AUTHOR/CS)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

AVAILABILITY: PUBLICATIONS OFFICE, I.R.E.C., COLLEGE OF EDUCATION, UNIVERSITY OF ILLINOIS, 805 W. PENNSYLVANIA AVENUE, URBANA, ILLINOIS 61801 (CATALOG NO. 123, $1.50)

INSTITUTION NAME: ERIC CLEARINGHOUSE ON EARLY CHILDHOOD EDUCATION, URBANA, ILL.

SPONSORING AGENCY NAME: NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.; OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.

ED097961

TITLE: TRAINING CHILD CARE WORKERS IN DENMARK. I. TRAINING GROUP DAY CARE WORKERS.

PERSONAL AUTHOR: WAGNER, MARY M.; WAGNER, MARSDEN G.

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 18P.; FOR RELATED DOCUMENTS, SEE PS 007 367 THROUGH PS 007 371

DESCRIPTORS: ADOLESCENTS; *CHILD CARE WORKERS; CHILDREN; *DAY CARE PROGRAMS; DAY CARE SERVICES; EXCEPTIONAL CHILD SERVICES; *FOREIGN COUNTRIES; GOVERNMENT ROLE; HISTORY; INFANTS; INSTRUCTIONAL PROGRAM DIVISIONS; *PROGRAM DESCRIPTIONS; *STUDENT CHARACTERISTICS; STUDENT PERSONNEL SERVICES; TEACHER QUALIFICATIONS

IDENTIFIER: *DENMARK; SEMINARIUMS

ABSTRACT: AS PART OF THE TRAINING OF GROUP DAY CARE WORKERS IN DENMARK, TRAINING PROGRAMS HAVE BEEN DEVELOPED FOR EACH OF THE SEVEN DIFFERENT TYPES OF DAY CARE CENTERS. THE THEORETICAL EDUCATION FOR EACH PROGRAM IS PROVIDED IN FOUR SEMINARIUMS; PRACTICUM EXPERIENCES OCCUR IN AN ACTUAL DAY CARE FACILITY. EACH SEMINARIUM TRAINS STUDENTS IN THE CARE OF ONLY ONE AGE GROUP OF CHILDREN. THEY INCLUDE: (1) CRECHES- CHILDREN FROM 0 TO 3 YEARS OF AGE; (2) KINDERGARTENS- CHILDREN FROM 3 TO 7; AND (3) FREETIME- CHILDREN AND ADOLESCENTS FROM 7 TO 18. A FOURTH SEMINARIUM TRAINS A SELECTED GROUP OF EXPERIENCED SEMINARIUM GRADUATES TO BE LEADERS OF CHILD CARE INSTITUTIONS OR PRACTICUM TEACHERS IN DAY CARE CENTERS. INDIVIDUAL CURRICULUMS OF THE SEMINARIUMS ARE INFLUENCED BY GOVERNMENTAL LAWS REGULATING THE NUMBER OF HOURS OF THEORETICAL INSTRUCTION IN SPECIFIC SUBJECT AREAS AS WELL AS PRACTICUM EXPERIENCE. STUDENT-RELATED TOPICS EXAMINED IN THIS REPORT INCLUDE SELECTION, QUALIFICATION, EVALUATION, ORGANIZATIONS AND JOB PLACEMENT. TEACHER QUALIFICATIONS AND A DESCRIPTION OF SOME PHYSICAL FEATURES OF THE FACILITIES ARE ALSO PRESENTED. DISCUSSION OF SOME TRAINING PROBLEMS AND IMPLICATIONS OF THIS TRAINING SYSTEM FOR PROGRAMS IN THE UNITED STATES CONCLUDE THE REPORT. (SDH)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

INSTITUTION NAME: COPENHAGEN UNIV. (DENMARK). INST. OF SOCIAL MEDICINE.

ED096002

TITLE: IS PART-TIME CHILD CARE SURROGATE PARENTING? PARENTS' PERCEPTIONS.

PERSONAL AUTHOR: RANA, AVIS

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 19P.

DESCRIPTORS: CHILDHOOD NEEDS; *CHILD REARING; CHILDREN; COMPARATIVE ANALYSIS; *DAY CARE SERVICES; INFANTS; *MOTHER ATTITUDES; PARENT CHILD RELATIONSHIP; PARENT RESPONSIBILITY; PARENT ROLE; *PLANNING; TABLES (DATA); WELFARE RECIPIENTS; *WORKING PARENTS

IDENTIFIER: FAMILY DAY CARE; GROUP DAY CARE

ABSTRACT: THE PURPOSE OF THIS SURVEY AND REPORT IS TO GAIN INFORMATION ABOUT PARENTAL PLANNING FOR CHILD-REARING WHEN THE MOTHER IS EMPLOYED. THIS STUDY IS INTENDED TO EXPLORE MOTHERS' PERCEPTIONS OF POSSIBLE DELEGATION OF SOME BASIC CHILD-REARING FUNCTIONS DURING THE MOTHERS' ABSENCE FOR EMPLOYMENT. COMPARISON OF THE CHILD CARE ARRANGEMENTS WHICH THE MOTHERS SAW AS BEST ABLE TO CARRY EACH FUNCTION, WITH THE ACTUAL CHILD CARE PLANS IN USE, AND WITH OTHER CRITERIA SUCH AS PARENTAL CONVENIENCE PROVIDE CLUES TO DILEMMAS IN CHILD-REARING WHEN THE MOTHER IS EMPLOYED. STRUCTURED INTERVIEWS WERE HELD WITH 118 MOTHERS WHOSE CHILDREN WERE INVOLVED IN A "SUPPORTIVE CHILD CARE PROJECT" OR A "BY-HOME PROJECT." THE SUPPORTIVE CHILD CARE SERVICES PROVIDED EMERGENCY DAY CARE FOR CHILDREN AND PARENTAL CONSULTATIONS. IN THE BY-HOME PROJECT, CARE AND TRANSPORTATION OF CHILDREN FROM INFANCY THROUGH AGE 14 WERE HANDLED BY A SMALL GROUP CENTER NEAR THEIR HOME. EIGHT CHILD-REARING FUNCTIONS WERE IDENTIFIED: (1) PHYSICAL NOURISHMENT; (2) CLEANLINESS; (3) SAFETY FROM DANGER; (4) MEDICAL APPOINTMENTS; (5) PREPARATION FOR THE FUTURE; (6) PROVISION OF AFFECTION AND LOVE; (7) MAINTAINING SOCIAL CONTACT BETWEEN THE CHILDREN AND THEIR FRIENDS; AND (8) PROVIDING GOOD BEHAVIOR EXAMPLES. RESULTS ARE REPORTED IN TERMS OF PARENTAL CHOICES FOR PERFORMANCE OF THE PARTICULAR FUNCTION. CHOICES INCLUDED CARE IN THE HOME BY RELATIVES, NON-RELATIVES OR SELF, OUT-OF-HOME CARE BY RELATIVES OR NON-RELATIVES, AND GROUP CARE BY HOME OR OTHER FACILITIES. (AUTHOR)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

SPONSORING AGENCY NAME: DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D.C.

ED093506

TITLE: A FOLLOW-UP INVESTIGATION OF THE LATER DEVELOPMENT OF INFANTS IN ENRICHED GROUP CARE.

PERSONAL AUTHOR: FOWLER, WILLIAM; KHAN, NASIM

PUBLICATION DATE: 17 APR 74

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

DESCRIPTORS: *COGNITIVE DEVELOPMENT; *DAY CARE PROGRAMS; *ENRICHMENT PROGRAMS; FAMILY ENVIRONMENT; FOLLOWUP STUDIES; GRAPHS; *INFANTS; *INTELLIGENCE QUOTIENT; INTELLIGENCE TESTS; PRESCHOOL TESTS; SEX DIFFERENCES; SOCIAL DEVELOPMENT; WORKING WOMEN

IDENTIFIER: *SHORT TERM DEVELOPMENTAL IMPROVEMENTS

ABSTRACT: AN INVESTIGATION OF THE CONTINUING DEVELOPMENT OF INFANTS INVOLVED IN A PROGRAM OF ENRICHED GROUP CARE IS PRESENTED. THE 30 ADVANTAGED INFANTS HAD WORKING MOTHERS, AND THE 9 DISADVANTAGED INFANTS HAD NONWORKING MOTHERS. IN THE ORIGINAL STUDY, THEY WERE ENROLLED IN PRIVATE DAY CARE AND INVOLVED IN A PROGRAM OF TOTAL ENVIRONMENTAL CARE AND PARENT GUIDANCE. SPECIAL METHODS OF COGNITIVE RULE STIMULATION THROUGH PLAY AND WARM AND FLEXIBLE PERSONALIZED CARE WERE DESIGNED FOR EACH OF FOUR TYPES OF ACTIVITIES: DEVELOPMENTAL CARE ROUTINES, FREE PLAY, GUIDED LEARNING, AND EXCURSIONS. ORIGINAL RESULTS INDICATED A MEAN 20-POINT GAIN IN IQ. A FOLLOWUP STUDY CARRIED OUT ONE AND TWO YEARS AFTER THE ORIGINAL INVESTIGATION SHOWED THAT ALL TESTED GROUPS TENDED TO RISE CONSIDERABLY IN IQ OVER THE TOTAL PERIOD, DESPITE TEMPORARY DIPS BY THREE GROUPS. THE MAJOR EVIDENCE ON SOCIOEMOTIONAL DEVELOPMENT ALSO SHOWS A GENERALLY CONTINUING HIGH AND SLIGHTLY INCREASING MEAN LEVEL OF FUNCTIONING ON NEARLY ALL RATINGS. EXACT MEASUREMENT RESULTS ARE PRESENTED IN FOUR GRAPHS. CONCLUDING DISCUSSION FOCUSED ON THE LACK OF REGRESSION TO OR TOWARD PREPROGRAM LEVELS OF FUNCTIONING, ALTHOUGH REGRESSION HAD BEEN FOUND TO BE CHARACTERISTIC FOR DISADVANTAGED CHILDREN IN OTHER STUDIES. POSSIBLE REASONS FOR GREATER DEVELOPMENTAL GAINS FOR ADVANTAGED INFANTS ARE PRESENTED. (SDH)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ED093451

TITLE: DAILY PROGRAMMING FOR INFANTS IN DAY CARE.

PERSONAL AUTHOR: TAYLOR, ARLETTE; RYAN, MARGARET

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 50P.

DESCRIPTORS: *ACTIVITIES; CHILD DEVELOPMENT; *CURRICULUM; *DAY CARE SERVICES; EARLY CHILDHOOD EDUCATION; EARLY EXPERIENCE; *GUIDELINES; *INFANTS; PROGRAM DESCRIPTIONS

ABSTRACT: THIS REPORT DESCRIBES AN INFANT DAY CARE CURRICULUM WHICH PROVIDES GUIDELINES FOR PROGRAMS THAT ARE INVOLVED WITH VERY YOUNG CHILDREN. THE GOAL OF SUCH PROGRAMS SHOULD BE THE DEVELOPMENT OF CHILDREN'S SELF CONFIDENCE, LOVE OF LEARNING, AND FEELINGS OF IMPORTANCE AND SUCCESS. ACTIVITIES FOR INFANTS AND TODDLERS SHOULD STIMULATE INTELLECTUAL DEVELOPMENT WHILE SIMULTANEOUSLY ENHANCING CHILDREN'S SENSE OF SAFETY AND SECURITY. PLAY IS THE FOCAL EDUCATIONAL EXPERIENCE IN THE CURRICULUM, WITH EMPHASIS ON ACTION IN THE PHYSICAL ENVIRONMENT. THE REPORT IS PRESENTED IN TWO PARTS. THE FIRST PART CONCERNS AREAS OF LEARNING AND APPROPRIATE ACTIVITIES. INCLUDED ARE LARGE MOTOR ACTIVITY AREAS, WITH SPECIFIC SUGGESTIONS FOR CHILDREN AGES 1-3, 3-4, 5-6, 6-9, 10-12, AND 12-30 MONTHS. ACTIVITIES FOR LANGUAGE AND MATHEMATICAL SKILL DEVELOPMENT FOR OLDER (18-30 MONTH) INFANTS ARE ALSO DESCRIBED. PART II CONCERNS CARETAKING ASPECTS OF THE PROGRAM, WITH SUGGESTED PROCEDURES FOR EATING, SLEEPING, DIAPERING AND TOILETING, AND LAUNDRY. (DP)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

AVAILABILITY: EDUCATIONAL DAY CARE SERVICES ASSOCIATION, 11 DAY STREET, CAMBRIDGE, MA 02140 (PAPER, $1.95)

INSTITUTION NAME: EDUCATIONAL DAY CARE SERVICES ASSOCIATION, CAMBRIDGE, MASS.

ED093444

TITLE: BEHAVIOR PROFILES OF EXPERIENCED TEACHERS OF INFANTS.

PERSONAL AUTHOR: HONIG, A. S.; LALLY, J. R.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL 15-19, 1974)

DESCRIPTORS: AGE DIFFERENCES; CHILD DEVELOPMENT; *DAY CARE SERVICES; *INFANTS; MEASUREMENT INSTRUMENTS; *OBSERVATION; PROGRAM EVALUATION; *STUDENT TEACHER RELATIONSHIP; *TEACHER BEHAVIOR

IDENTIFIER: ABC; *ASSESSING THE BEHAVIOR OF CAREGIVERS

ABSTRACT: THIS STUDY INVESTIGATES CHARACTERISTICS OF EXPERIENCED TEACHERS OF INFANTS IN TERMS OF THE KINDS OF ADULT-CHILD INTERACTIONS THAT OCCUR. TWO MEASUREMENT INSTRUMENTS WERE DEVELOPED SO THAT TEACHER-INFANT RELATIONSHIPS COULD BE STUDIED OBJECTIVELY. ASSESSING THE BEHAVIOR OF CAREGIVERS (ABC) I AND II ARE CHECKLISTS FOR USE WITH INFANTS (0-18 MONTHS) AND TODDLERS (18-36 MONTHS). OBSERVERS RECORDED ADULT-CHILD INTERACTIONS IN TERMS OF THE BEHAVIORALLY DEFINED CATEGORIES OF THE ABC INSTRUMENTS DURING VARIOUS ASPECTS OF INFANT DAY CARE PROGRAMS. SUBJECTS WERE TWO TEACHERS (EACH WITH 4 YEARS EXPERIENCE) WHO WORKED WITH INFANTS, AND 2 TEACHERS (EACH WITH 7 YEARS EXPERIENCE) WHO WORKED WITH TODDLERS. BOTH FORMS OF THE CHECKLIST WERE FOUND TO BE EFFECTIVE IN MONITORING INFANT DAY CARE PROGRAMS. THE KINDS AND FREQUENCIES OF BEHAVIORS EMITTED BY THE TEACHERS REFLECTED WELL THE SOCIAL-EMOTIONAL AND COGNITIVE GOALS OF A DEVELOPMENTAL DAY CARE PROGRAM FOR YOUNGER AND OLDER INFANTS. COPIES OF ABC I AND II ARE APPENDED TO THE DOCUMENT. (DP)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ED082827

TITLE: THE ECOLOGY OF INFANT DAY CARE.

PERSONAL AUTHOR: ELARDO, RICHARD

PUBLICATION DATE: MAY 73

DESCRIPTIVE NOTE: 29P.; PAPER PRESENTED AT THE EASTERN REGIONAL CONFERENCE OF THE CHILD WELFARE LEAGUE OF AMERICA (WASHINGTON, D.C., MAY 1973)

DESCRIPTORS: BEHAVIOR CHANGE; *CHILD CARE WORKERS; *CHILD DEVELOPMENT; CLASSROOM ARRANGEMENT; *DAY CARE PROGRAMS; DISCIPLINE; *ENVIRONMENTAL INFLUENCES; *INFANTS; LANGUAGE DEVELOPMENT; MENTAL DEVELOPMENT; MOTOR DEVELOPMENT; SAFETY; SCHEDULING; SOCIAL DEVELOPMENT; TEACHER BEHAVIOR

ABSTRACT: THIS PAPER EXPLORES SOME OF THE ATTRIBUTED OF QUALITY DAY CARE PROGRAMS FOR INFANTS, AGE 0 TO 30 MONTHS. HIGH-QUALITY INTERACTIONS WITH ADULTS RESULT IN POSITIVE DEVELOPMENTAL OUTCOMES FOR INFANTS. ADULTS INVOLVED IN DAY CARE SHOULD FOCUS ON PROVIDING AN ENVIRONMENT OF STIMULATING EXPERIENCES, WHICH HELP INFANTS TO DEVELOP SATISFACTORILY. OTHER CRITICAL FACTORS IN ADULT BEHAVIOR ARE VALUES AND ATTITUDES, PARTICULARY INTERPRETATIONS OF GOOD AND BAD BEHAVIOR, METHODS OF DISCIPLINE, USE OF MATERIALS, AND THE DEGREE TO WHICH DAILY HOUSEKEEPING CHORES INTERFERE WITH CONSTRUCTIVE ADULT-INFANT INTERACTION. TIPS FOR TEACHING INFANTS ARE PROVIDED ALONG WITH AN OUTLINE OF APPROPRIATE DEVELOPMENTAL TASKS FOR INFANCY. IMPORTANT ASPECTS OF PHYSICAL LAYOUTS FOR CENTERS CONCERN SAFETY PRECAUTIONS AND THE DIVISION OF THE FACILITY INTO INTEREST AREAS. DAILY SCHEDULES ARE DISCUSSED; STRONG ORGANIZATION AND PLANNING ARE STRESSED. CONTINUITY OF CARE IS VITAL AND MAY BE FACILITATED BY HAVING FEW CAREGIVERS FOR EACH CHILD. ENCOURAGING CAREGIVER-PARENT COMMUNICATION, AND MAINTAINING A LOW LEVEL OF STAFF TURNOVER. (DP)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

AVAILABILITY: DR. RICHARD ELARDO, CENTER FOR EARLY DEVELOPMENT AND EDUCATION, 814 SHERMAN, LITTLE ROCK, ARK. 72202 (FREE OF CHARGE)

ED081499

TITLE: INFANT EDUCATION AND STIMULATION (BIRTH TO 3 YEARS): A BIBLIOGRAPHY.

PERSONAL AUTHOR: HONIG, ALICE S., COMP.

PUBLICATION DATE: JUN 73

DESCRIPTIVE NOTE: 60P.

DESCRIPTORS: *BIBLIOGRAPHIES; CHILD CARE; CHILD CARE WORKERS; CHILD DEVELOPMENT; DAY CARE PROGRAMS; *EDUCATIONAL RESEARCH; *EDUCATIONAL RESOURCES; EQUIPMENT; EVALUATION; *INFANTS; MEASUREMENT; PHYSICAL ENVIRONMENT; PRESCHOOL CURRICULUM; STANDARDS; STIMULATION

ABSTRACT: THIS EXTENSIVE BIBLIOGRAPHY (OVER 475 CITATIONS) PROVIDES REFERENCES TO PROGRAMS AND PERSONS RESPONSIBLE FOR SHAPING IDEAS AND PRACTICES RELATING TO INFANT STIMULATION, EDUCATION, AND ASSESSMENT OF SUCH EFFORTS. THE REFERENCES ARE DIVIDED INTO SIX SECTIONS: (1) CURRICULA FOR INFANT EDUCATION PROGRAMS, (2) MATERIALS FOR THE EDUCATION AND TRAINING OF CAREGIVERS AND TEACHERS OF INFANTS, (3) DESCRIPTIONS AND RESEARCH REPORTS OF INFANT STIMULATION AND EDUCATION PROJECTS OR EXPERIMENTS, (4) MONITORING INFANT DEVELOPMENT AND EDUCATION PROJECTS: TESTING AND EVALUATION, (5) INFANT CARE AND DEVELOPMENT REFERENCES USEFUL FOR BACKGROUND KNOWLEDGE ON INFANT CARE AND EDUCATION, AND (6) TOYS, EQUIPMENT, HEALTH AND ENVIRONMENTAL CHARACTERISTICS AND STANDARDS FOR OPTIMAL INFANT CARE SETTINGS. (ST)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

AVAILABILITY: COLLEGE OF EDUCATION CURRICULUM LABORATORY, UNIVERSITY OF ILLINOIS, 1210 WEST SPRINGFIELD AVENUE, URBANA, ILLINOIS 61801 (CATALOG NO. 1300-48, $1.80)

INSTITUTION NAME: ERIC CLEARINGHOUSE ON EARLY CHILDHOOD EDUCATION, URBANA, ILL.

SPONSORING AGENCY NAME: NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.

ED078949

TITLE: EVALUATING CHILDREN'S PROGRESS: A RATING SCALE FOR CHILDREN IN DAY CARE.

PUBLICATION DATE: MAR 73

DESCRIPTIVE NOTE: 53P.

DESCRIPTORS: *CHILD DEVELOPMENT; COGNITIVE DEVELOPMENT; *DAY CARE PROGRAMS; EARLY CHILDHOOD; *EVALUATION TECHNIQUES; GUIDES; INFANTS; *MEASUREMENT INSTRUMENTS; PHYSICAL DEVELOPMENT; *RATING SCALES; SOCIAL DEVELOPMENT

IDENTIFIER: *SOUTHEASTERN DAY CARE PROJECT

ABSTRACT: RATING SCALES, DEVELOPED BY THE SOUTHEASTERN DAY CARE PROJECT, FOR EVALUATING THE PROGRESS OF CHILDREN IN DAY CARE CENTERS AND FAMILY DAY CARE HOMES ARE PROVIDED, TOGETHER WITH INTERPRETATIONS AND EXAMPLES. THE FORMS ARE FOR RATING INFANTS, TWO-YEAR-OLDS, THREE-YEAR-OLDS, AND FOUR- AND FIVE-YEAR-OLDS. THE INFANT RATING FORM IS BROKEN INTO SEGMENTS OF BIRTH TO THREE MONTHS, THREE TO FIVE MONTHS, FIVE TO NINE MONTHS, SIX TO TWELVE MONTHS, NINE TO FIFTEEN MONTHS, ELEVEN TO FIFTEEN MONTHS, TWELVE TO EIGHTEEN MONTHS, FIFTEEN TO TWENTY-TWO MONTHS, FOURTEEN TO TWENTY-SEVEN MONTHS, AND SEVENTEEN TO THIRTY MONTHS. THE TWO-YEAR OLD RATING FORM RATES COGNITIVE (INCLUDING VERBAL AND COMMUNICATION), SOCIAL AND EMOTIONAL, MOTOR SKILLS, AND HYGIENE AND SELF-HELP GROWTH. THE THREE-YEAR OLD RATING FORM RATES DEVELOPMENT IN THE FOLLOWING AREAS: COGNITIVE, MOTOR SKILLS, AND HYGIENE AND SELF-HELP. SKILLS RATED IN THE FOUR- AND FIVE-YEAR OLDS RATING FORM ARE COGNITIVE, SOCIAL AND EMOTIONAL, MOTOR SKILLS, AND HYGIENE AND SELF-HELP. THE DIRECTIONS ON EACH FORM INDICATE THE FREQUENCY AT WHICH THE SCALES SHOULD BE ADMINISTERED. INCLUDED WITH THE FORMS PROPER IS AN INSTRUCTION PAGE FOR THOSE WHO ADMINISTER THE EVALUATION. (DB)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

INSTITUTION NAME: SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.

SPONSORING AGENCY NAME: DONNER (WILLIAM H.) FOUNDATION.; OFFICE OF CHILD DEVELOPMENT (DHEW), WASHINGTON, D.C.; SOCIAL AND REHABILITATION SERVICE (DHEW), WASHINGTON, D.C.

ED075535

TITLE: ASSESSING TEACHER BEHAVIORS WITH INFANTS IN DAY CARE.

PERSONAL AUTHOR: HONIG, ALICE S.; LALLY, J. RONALD

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

DESCRIPTORS: BEHAVIOR PATTERNS; CLASSROOM OBSERVATION TECHNIQUES; *DAY CARE PROGRAMS; *EDUCATIONAL ENVIRONMENT; EVALUATION TECHNIQUES; FORMATIVE EVALUATION; *INFANTS; INTERACTION PROCESS ANALYSIS; *LOW INCOME GROUPS; OBJECTIVES; RATING SCALES; *TEACHER BEHAVIOR

IDENTIFIER: ABC SCALE; *ASSESSING BEHAVIORS OF CAREGIVERS

ABSTRACT: THE PROGRAM OF THE SYRACUSE UNIVERSITY CHILDREN'S CENTER FOR THE DESIGN AND MAINTENANCE OF AN OPTIMAL LIVING AND LEARNING ENVIRONMENT FOR INFANTS FROM 6 TO 36 MONTHS FROM LOW-INCOME FAMILIES IS PRESENTED. A CHECKLIST, ASSESSING THE BEHAVIORS OF CAREGIVERS (ABC) WAS DESIGNED TO GATHER EVIDENCE FOR THE EXTENT TO WHICH TEACHING STAFF ACTUALLY PROVIDED THE INPUTS WHICH HAD BEEN ARTICULATED AS SPECIFIC GOALS OF THE "INFANT-FOLD." THE CHECKLIST CONTAINS 40 ITEMS DIVIDED INTO SEVEN CATEGORIES. SS WERE FIVE CAREGIVERS WORKING IN THE "INFANT-FOLD" DURING OBSERVATION. THE ABC SCALE IS ADMINISTERED BY AN OBSERVER WHO TALLIES THE BEHAVIORS OF THE SS DURING SEVERAL TWO-MINUTE RATING PERIODS. AS A FORMATIVE EVALUATION TECHNIQUE, ABC IS RECOMMENDED FOR WIDESPREAD USE TO MONITOR THE QUALITY OF DAY CARE AND EDUCATIONAL PROGRAMS FOR INFANTS AND TO IMPROVE THE QUALITY OF THAT INPUT ON A CONTINUING BASIS. (CK)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

INSTITUTION NAME: SYRACUSE UNIV., N.Y. CHILDREN'S CENTER.

SPONSORING AGENCY NAME: CHILDREN'S BUREAU (DHEW), WASHINGTON, D.C.

EJ129941

TITLE: Infant Development in Day Care

PERSONAL AUTHOR: Doyle, Anna-Beth

PUBLICATION DATE: Sep 75

JOURNAL CITATION: Developmental Psychology; 11; 5; 655-656

DESCRIPTORS: *Day Care Programs; *Family Environment; *Comparative Analysis; *Early Childhood Education; *Child Development; Infants; Intellectual Development; Attachment Behavior; Physical Health; Peer Relationship

ABSTRACT: This study compared the intellectual development, attachment to mother, peer interaction, and physical health of day care and maternal home care children. The results indicate that very young children who experience high quality group day care differ little from home-reared children. (JMB)

EJ127742

TITLE: Statement on Day Care: Committee on Infant and Preschool Child

PUBLICATION DATE: Sep 75

JOURNAL CITATION: Pediatrics; 56; 3; 484

DESCRIPTORS: *General Education; *Child Care Centers; *Infancy; *Preschool Education; *Physicians; Trend Analysis; Family (Sociological Unit)

IDENTIFIER: Needs Assessment

EJ116018

TITLE: Separation Protest in Day-Care and Home-Reared Infants

PERSONAL AUTHOR: Kearsley, Richard B.; And Others

PUBLICATION DATE: Feb 75

JOURNAL CITATION: Pediatrics; 55; 2; 171-5

DESCRIPTORS: *General Education; *Infancy; *Age Differences; *Child Care Centers; Exceptional Child Research; Parent Child Relationship

EJ114678

TITLE: The Development of A Systematic Method By Which Day Care Staff Can Select Gestural Imitation Curriculum Procedures for Individual Infants

PERSONAL AUTHOR: Winkelstein, Ellen

PUBLICATION DATE: 74

JOURNAL CITATION: Child Study Journal; 4; 4; 169-178

DESCRIPTORS: *Infants; *Day Care Programs; *Observational Learning; *Training; *Test Construction; Curriculum Development; Individualized Curriculum; Learning Processes; Infant Behavior; Imitation

EJ107812

TITLE: Curriculum for Infants in Day Care

PERSONAL AUTHOR: Honig, Alice S.

PUBLICATION DATE: Dec 74

JOURNAL CITATION: Child Welfare; 53; 10; 633-642

DESCRIPTORS: *Day Care Programs; *Curriculum; *Infants; *Developmental Psychology; *Learning Experience; Cognitive Development; Integrated Activities; Teacher Evaluation

IDENTIFIER: *Piaget (Jean); Erickson

ABSTRACT: Presents a day care curriculum for infants and toddlers which is designed to provide maximum learning experiences and is based on Piaget's and Erickson's theories of infant development. (Author/ED)

EJ101355

TITLE: Getting Infants Off on the Right Foot

PERSONAL AUTHOR: Michalak, Barbara

PUBLICATION DATE: May-July 74

JOURNAL CITATION: Day Care and Early Education; 1; 5; 6-14

DESCRIPTORS: *Group Relations; *Infants; *Day Care Services; *Program Descriptions; *Parent Participation; Educational Finance; Scheduling; Staff Role; Physical Facilities; Child Development

ABSTRACT: The Riverside Center in New York offers a persuasive argument that group infant care is an important step for sound child development and parental involvement. (CS)

EJ101003

TITLE: Effects of Early Day Care Experience on Adjustment to a New Environment

PERSONAL AUTHOR: Schwarz, J. Conrad; And Others

PUBLICATION DATE: Apr 73

JOURNAL CITATION: American Journal of Orthopsychiatry; 43; 3; 340-6

DESCRIPTORS: *Infancy; *Child Care Centers; *Psychological Evaluation; *Emotional Development; *Exceptional Child Research; Emotionally Disturbed; Early Childhood

EJ100416

TITLE: Home sweet home

PERSONAL AUTHOR: Adamson, Gilvray

PUBLICATION DATE: Jun 7 74

JOURNAL CITATION: Times Educational Supplement (London); 3080; 19

DESCRIPTORS: *Preschool Children; *Preschool Learning; *Parent Child Relationship; *Working Women; Infant Behavior; Child Care; Nursery Schools

ABSTRACT: The way children are looked after before they are five effects their adjustment to primary school. Author reports the findings of a long term survey. (Editor/RK)

EJ086552

TITLE: Comparison of Time-Sampling and Continuous-Recording Techniques for Observing Developmental Changes in Caretaker and Infant Behaviors

PERSONAL AUTHOR: McDowell, Eugene E., III

PUBLICATION DATE: Sep 73

JOURNAL CITATION: Journal of Genetic Psychology; 123 (First Half); 99-105

DESCRIPTORS: *Classroom Observation Techniques; *Infants; Developmental Tasks; Adoption; Research Methodology; Child Care; Behavioral Science Research

IDENTIFIER: Time Sampling; Continuous Recording Techniques

ABSTRACT: Both observational techniques indicated similar findings in age-related behavior changes. Continuous-recording yielded a more molecular analysis and was concluded to be more desirable for collecting naturalistic observation data. (ST)

EJ078522

TITLE: An Infant Center

PERSONAL AUTHOR: Lane, Mary B.

PUBLICATION DATE: May-Jun 73

JOURNAL CITATION: Children Today; 2; 3; 22-4

DESCRIPTORS: *Child Care Centers; *Child Development; Community Services; Day Care Services; *Early Childhood Education; Facilities; *Infants; Parent Participation

IDENTIFIER: *Project Head Start

ABSTRACT: Interview with Mrs. Dorothy Fulcher, a teacher at the Oakland, California Parent and Child Center (PCC). Describes the Center's facility for infants. (DS)

EJ077852

TITLE: Child Care Center: A Boon for Campus Mothers

PERSONAL AUTHOR: McCord, Ivalee

PUBLICATION DATE: Apr 73

JOURNAL CITATION: Journal of Home Economics; 65; 4; 26-28

DESCRIPTORS: Child Care; *Child Care Centers; *Child Development; *Day Care Services; *Demonstration Programs; Infants; Preschool Children

ABSTRACT: Describes a day care center established to meet the child care needs of mothers enrolled in classes at Kansas State University. (SB)

Postscript

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